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The Use of Audiovisual Materials to Teach Pronunciation in the ESL/EFL Classroom

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Autores:

Piedra Martínez Claudia Valerie
CI: 0103959086
vale_piedra@hotmail.com
Brito Saavedra Francisco Israel
CI: 0105869119
franciscoisraelbs@hotmail.com
Directora:

Magíster Tobar Espinoza María Gabriela
CI: 0102729514

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RESUMEN

En la nueva generación de aprendizaje y enseñanza de idiomas, el uso de herramientas tecnológicas dentro del aula de clases ha tomado mayor relevancia. Esta investigación bibliográfica exploratoria examina las estrategias que utilizan los educadores para enseñar la pronunciación del inglés como segunda lengua o como lengua extranjera mediante el uso de materiales audiovisuales, y los efectos que estos producen en la producción oral de los estudiantes. Para ello, se analizaron 20 trabajos académicos relacionados con el uso de materiales audiovisuales en el aula de inglés. Además, los documentos fueron divididos en cinco categorías tales como, método asistido por computadora, podcasts, canciones, redes sociales y videos. Los resultados del estudio afirmaron que los materiales audiovisuales ayudaron a los educadores y estudiantes en el proceso de enseñanza aprendizaje, y también mejoraron la pronunciación de inglés de los estudiantes de diferentes niveles (principiantes, intermedios, avanzados), de diferentes edades (niños, adolescentes, adultos) y de diversos idiomas nativos. Además, esta investigación proporcionó orientación sobre el uso efectivo de los materiales audiovisuales que podrían utilizarse como referencia para mejorar el aprendizaje de idiomas.

Palabras clave:

Materiales audiovisuales, pronunciación, inglés como segunda lengua, inglés como lengua extranjera, efectos

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ABSTRACT

In the new generation of language learning and teaching, the use of technology has spread within the language classrooms. This bibliographical exploratory research examines the use of audiovisual materials as educators' strategies to teach pronunciation in the EFL/ESL classroom and their effects on students' oral production. For this purpose, 20 academic papers associated with the use of audiovisual aids in the English classroom were analyzed. Furthermore, the papers were divided into five categories such as computer-assisted method, podcasts, songs, social media, and videos. The results of the study affirmed that audiovisual aids assisted educators and students in the teaching-learning process. Also, they contributed to the improvement of learners' pronunciation at different English levels (beginner, intermediate, and advanced) as well as those having different ages (children, teenagers, adults) and diverse language backgrounds. Finally, this research can provide information about effective strategies when using audiovisuals to help students improve their pronunciation.

Keywords: Audiovisual materials, pronunciation, English as a second language, English as a foreign language, effects.

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Valerie

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DEDICATION

To Jehovah, who never leaves me alone and lifts me up with his love in every aspect of my

life.

To my mom, Ana Maria, who has supported me even in the most difficult situations.

To my beloved girlfriend, Paula, who has encouraged me to be a better person.

To my siblings, David, Jose, and Ana, who I love.

Francisco

To my love, Camila.

Valerie

The Use of Audiovisual Materials to Teach Pronunciation in the EFL/ESL Classroom

INTRODUCTION

One of the most essential skills for real communication among people regardless age, gender, or nationality is pronunciation. By using the different sounds of letters and words correctly, people can convey their feelings and ideas in an effective way (Kurniati, 2016). Therefore, since English as a second or foreign language is a compulsory subject in almost all schools, it is important for teachers to leverage diverse resources to help students improve their pronunciation. Guehiliz (2017) found that the use of audiovisual materials inside language classrooms is an efficient technique to enhance the learners' speaking skills since they help students overcome their pronunciation problems and provide them with a pleasant learning environment. Furthermore, these useful tools catch students' attention which enables them to improve the pronunciation of English in a significant way.

Different research studies have been analyzed to examine a variety of factors that should be considered when using audiovisual materials in educational institutions and their effects on students' pronunciation in the EFL/ESL classroom. This research synthesis includes the use of different types of audiovisual aids such as videos, computer-assisted programs, songs, social media, and podcast, as well as the way these methods are applied in the EFL/ESL classroom, the students' responses and attitudes towards the audiovisuals, the learners' age and proficiency level of English, and finally, the effect of these methods on pronunciation.

This paper has been organized into six chapters. The first chapter presents the description of the research which involves the background, problem statement, justification, and the research questions. Further, the second chapter contains the theoretical framework which defines various

terms concerning the study. The literature review is in the third chapter and it includes all the relevant papers which pursue the goals of this project. Moreover, the fourth chapter indicates the methodology conducted throughout the research while the fifth chapter analyzes the results obtained from the study. Finally, the conclusions and recommendations are located in the sixth chapter.

Chapter I

1.1. Background

Websites to share online videos such as Google videos and YouTube have received increasing attention in the educational field. In language classrooms, audiovisual materials may be used for different academic purposes; therefore, the new challenge for teachers is to know how to use these tools to benefit the teaching process (Hsu, 2014). Furthermore, the use of audiovisual materials has given teachers and students a new opportunity to experience methods and techniques in which it is involved mimics, gestures, songs, games, among others, in the learning environment (Wulandari, Laila, & Prasetyarini, 2008). These latter authors also stated that for a long time some EFL/ESL learners have faced pronunciation problems because of their mother tongue. Thus, the use of audiovisual aids becomes fundamental since they provided natural conversations in different approaches.

Audiovisual aids have helped teachers and students in the educational field, that is why Namaziandost, Esfahani, and Hashemifarnia (2018) mentioned that learners not only improve pronunciation by using them, but also other features of the language such as intonation, stress, pause, and juncture. Hsu (2014) also stated that the use of audiovisual materials had a positive effect on the fluency of students' pronunciation. Nevertheless, Maharani (2017) claimed that

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teachers must be very careful when selecting audiovisual materials because they have to be selected according to the students' age and English level. In addition, despite its efficiency, Ahmed (2010) found that the use of audiovisual materials does not replace the interaction that students can have with native speakers of English. This study examines the use of audiovisual materials as educators' strategies to teach pronunciation in an EFL/ESL classroom and their effects on students' oral production.

1.2. Problem Statement

Mastering a good pronunciation of a second or foreign language and becoming proficient in it could be a difficult challenge that demands the use of a vast variety of methods, techniques, and strategies that can facilitate the teaching and learning process. Gilakjani (2011) stated that in most of the English language classrooms, pronunciation is the least important skill to be taught. The author also ascertained that when EFL teachers are asked about their students' low proficiency in pronunciation, their arguments are described as a cop-out due to their inability to teach their students proper pronunciation. Gilakjani (2011) also mentioned that "pronunciation can be one of the most difficult parts for a language learner to master and one of the least favorite topics for teachers to address in the classroom" (p.81).

Moradi and Shahrokhi (2014) emphasized that one of the objectives of learning English as a second or foreign language is to achieve fluent pronunciation, and that goal cannot be achieved if students do not practice proper pronunciation in and outside the classroom. Likewise, Kurniati (2016) revealed that ESL/EFL educators find it crucial to establish the proper technique for teaching pronunciation to motivate and increase learners' interest in acquiring the language.

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Subsequently, in order to motivate learners to pronounce words correctly, teachers can apply successful media like videos, audios, pictures, films, etc.

Regardless of the change of the Ecuadorian English Curriculum since 2016, our country still has one of the lowest English levels proficiency. According to the Education First (EF) English Proficiency Index (EPI) (2017), Ecuador is one of the three countries with the lowest English Level in the Latin America ranking. An article published in October 2018 by Education First Company mentioned that Ecuador is placed in one of the lowest range of English language proficiency in Latin America despite the efforts of the government to pass this barrier. Therefore, focusing on developing learners' pronunciations skills can contribute to improve the English level in our country.

1.3. Justification

There is a variety of methods and techniques that can be used in the language classroom to teach pronunciation such as the repetition technique, minimal-pair drills, audiovisual aids, etc. (Maharani, 2017). However, it should be noted that the use of audiovisual materials in the classroom is said to clarify ideas and concepts and that is why these types of aids can be very helpful for teachers. Moreover, the use of these materials may increase students' interest in learning pronunciation because they can understand the language better and they will be able to pronounce sounds correctly (Maharani, 2017). In addition, Ducate and Lomicka (2009) mentioned that it is difficult for students to identify their pronunciation mistakes and compare them with the pronunciation of native speakers of the target language. When learners have fossilization problems, the use of videos, recordings, or audios can help them to correct their mistakes by listening to the proper pronunciation of such words. Therefore, it seems necessary for ESL/EFL

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teachers to know how to use this material in order to be better prepared to help their students to

improve their pronunciation.

1.4. Research Questions:

1. How are audiovisual materials used to teach pronunciation?

2. What are the effects of audiovisual materials on students' pronunciation?

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Chapter II

Theoretical Framework

2.1. Introduction

This research pursues to analyze the use of audiovisual materials to teach pronunciation in the EFL/ESL classroom as well as to explore the effects they have on the students during the learning process.

2.2. Technology in Education

According to Gorjian, Hayati and Pourkhoni (2013), using technology when teaching pronunciation can be beneficial in language classrooms. Generally, the word technology is represented as any electronic equipment in connection with hardware, software, and networks that set up their functioning such as computers, cellphones, cameras, recorders, etc (Baek, Jung, & Kim, 2008). In the educational field, the usage of technology plays an important role because it provides better teaching and learning strategies in the classroom (Rasul, Bukhsh, & Batool, 2011). Therefore, teachers take advantage of it to create an innovative learning environment where students get involved more easily.

Notwithstanding, technology is not commonly used in some educational institutions because teachers do not know how to come up with ideas to make it suitable for teaching students, and they do not know how to manage the time appropriately in the classroom practices while using technology (Shohel, 2010). Furthermore, Mathew and Alidmat (2013) pointed out that some instructors do not feel confident and prefer not to use technological aids because of the lack of knowledge. In the same way, Hicks (2011) considered that the excessive use of technology in the

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classroom ended up becoming a hindrance for educators rather than a support, affecting teachers negatively since some of them have not experienced technological learning. However, the author also mentioned that most teachers are pleased by using different types of audiovisual aids as guidance in the teaching process because they also take advantage of it by learning and improving their language. Educators in the latter study assessed their overall experience with technology as positive stating that the language was downright learned by both, teachers and students.

2.3. Definition of Audiovisual Materials

The Webster Encyclopedic Unabridged Dictionary of the English Language defines audiovisual materials as "training or educational aids directed at both, the senses of hearing and the sense of sight, films, recordings, songs, etc. used in classroom instruction, library collections or the likes (Audiovisual-aids, n.d.)." On the other hand, Shabiralyani, Shahzad, Hamad, and Iqbal (2015) mentioned that audiovisual aids are important devices in the educational system to encourage students in the learning process. Furthermore, they also stated that audiovisual materials are the best means to convey knowledge properly to students. In this paper, audiovisual materials will be shown as "AV materials".

2.3.1. Videos in the Language Classroom

Videos are a set of images obtained by a camera that can be played on many devices such as computers, televisions, cellphones, etc. (Cakir, 2012). In the educational field, videos are best defined as all electronic media that have to do with digital files such as YouTube clips, TV programs, movies, recordings, etc. used by teachers to improve students' understanding of a given subject (Fee & Budde-Sung, 2014). According to Hakim (2016), new materials to teach languages

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include videos that are adapted to school syllabus and national curriculums. The language learning process combines three essential parts which are language input, assimilation, and language output. Consequently, watching authentic videos in the language classroom provides multiple benefits not only in input and assimilation but also in the exposure of culture and daily language of native English speakers. In addition, it is important for teachers to use a variety of activities that allow students to practice what they learn in and out of the classroom giving them the opportunity to practice the target language (Wang & Lee, 2015).

2.3.2. Computer-Assisted Programs and Software

Hsu (2014) stated that computer-assisted programs and software also known as CALL (Computer-Assisted Language Learning) are applications for language learning and teaching closely related to the use of technology using operating systems designed for computers. Additionally, its components allow teachers to create conversations for learners at different levels, especially beginners. This kind of aids can help students to improve on segmentals and suprasegmentals by providing them with immediate feedback which leads students to increase their motivation. Another characteristic is that this new technology has an unlimited capacity making language learning more practical (Gorjian, Hayati & Pourkhoni, 2013). Moreover, Luo (2016) highlighted that the use of these teaching tools has had a significant increase due to technological advances.

2.3.3. Social Media to Teach Pronunciation

Social media is defined as online platforms of communication such as Twitter, Facebook, Instagram, etc. that allow users to post interchangeable information through pictures, videos,

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GIFs, and so on. Moreover, the use of different interactive media tools is something new that has caught the interest of educators in the educational field as a result of their versatility. They are designed for different kinds of learners due to the fact that in social networks learners can post audiovisual materials for academic purposes. Therefore, one of the most important aspects of social media is that it can be used in a variety of electronic devices, which have become a part of the daily activity for lecturers and students, such as computers, cellphones, tablets, etc. Another important characteristic to mention is that there is a stretch relationship to the new technological habits of learners (Mompean & Fouz-González, 2016; Wulandari, 2019).

2.3.4. Podcast

According to Takeda (2013), podcasts are digital audios or video files that can be sent using any electronic device such as a cellphone or a computer by means of the internet. The use of podcasts through some electronic devices in the EFL or ESL classroom has become an important means for teaching and learning a second or a foreign language due to the fact that it provides students a self-learning method. Moreover, podcasting provides students natural pronunciation of different dialects when learning English as a foreign or second language. As a result, podcasting has been extensively used in academic contexts as a tool to facilitate the development of the target language. Moreover, in academic contexts, it has widespread due to the teachers and students' opportunity to take advantage of technology (Hegelheimer & O'Bryan, 2009).

2.3.5. Songs in the Language Classroom

Songs are defined by Arjomad and Yazdanimoghadam (2015) as literary compositions, usually in verse, to which music is put to be sung. Additionally, Harmer (2000) asserted that songs

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in the language classroom are a dominant stimulus for students to engage in the learning process because of the fact that they speak directly to their emotions, while allowing them to use their brains to assimilate better what is being learned. The author also mentioned that songs are excellent support for English teaching and learning because they are fun and a good tool to introduce suprasegmentals like rhythm, intonation, and stress.

Accordingly, language instructors have used songs since long time ago because of three main reasons: first, it changes brain waves facilitating the learning process, second, it intensifies the learners' memorization abilities, third, it activates the left and right hemispheres (Moradi & Shahrokhi, 2014)

2.4. Definition of Pronunciation

Pronunciation is the production of a sound system in a way that doesn't interfere with communication either from the speakers' or the listeners' viewpoint (Paulston & Burder, 1976). Similarly, Yates and Zielinski (2009, as cited in Gilakjani, 2016) explained that pronunciation is the production of sounds that are used for making meaning. In the same way, another author defined pronunciation as a way of uttering a word in an accepted manner (Otlowski, 1998). Furthermore, Richards and Schmidt (2002) explained that pronunciation is a method of producing certain sounds.

The four skills needed to master a language are listening, speaking, reading, and writing. Nevertheless, "Pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction" (Gilakjani, 2016). Since it is one of the most difficult skills of the language to master, pronunciation is learned by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation, they

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make new habits and overcome the difficulties resulting from the first language. Therefore, focusing on developing learners' pronunciations skills can contribute to improving the English level in our country. According to James (2010), the goal of English learners is to achieve a native-like accent. This, however, is not the aim of teachers since their actual goal is to enhance the pronunciation of their students. So as to do that, they would try to minimize strong accents and make them sound more natural by improving segmentals and suprasegmentals which are the two features of pronunciation.

2.4.1. Segmentals and Suprasegmentals

In a research led by Yan, Lin, and Liu (2018), it was mentioned that the components used when learning the pronunciation of a target language are segmentals, features concerning isolated sounds or phonemes (consonants and vowels), and suprasegmentals, features such as intonation, stress, rhythm, etc. In the same way, Parker (2000) also agreed that the pronunciation of a language is associated with some features such as stress, rhythm, intonation, linking, and reduction.

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Chapter III

Literature Review

This synthesis will analyze 20 research articles about the use of AV aids to teach pronunciation in EFL/ESL classrooms.

3.1. The Use of Videos on EFL/ESL Students' Pronunciation

Four articles related to the use of videos to teach pronunciation within English classrooms were found, and two of them analyze the use of videos to teach pronunciation within the ESL classroom. The first, by McCrocklin (2012), analyzed the impact of the use of audio or video training on aural discrimination of vowels, the targeted goal was the discrimination of long e /ē/ and short i /ĭ/. The study was conducted with 61 advanced ESL students from a university in the United States. Most of the participants were Chinese native speakers from 18 to 24 years old who were divided into two experimental groups. The first group (31 students) received audio training and the other group (30 students) received video training. The participants were administered a pre-test followed by two training sessions. For the purpose of this study, only the results of the group who received video training will be mentioned. They showed an increase of 7.24% on the scores of the post-test compared to the scores of the pre-test and a decrease of 1.2% compared to the scores of the delayed post-test. This author discovered that the use of videos in language classrooms was very useful to enhance the production of segmentals.

However, not only can the production of segmentals be improved, but also the production of suprasegmentals had substantial progress when using videos. In this way, a study conducted by Hismanoglu (2012) looked into whether or not internet-based video pronunciation lessons were

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more useful at helping students in the production of primary stress in English words as opposed to traditional pronunciation lessons. The study was carried out with 30 Turkish students of the freshman year. They were selected randomly from the four year of the bachelor degree program in teaching EFL. The participants were divided into two groups, the control group (30 students) and the experimental group (30 students). During the study, the students were administered a recorded pre-test and post-test. The experimental group watched two internet-based video lessons which were retrieved from YouTube. In those videos, the students learned about word stress rules and they also practiced useful vocabulary. At the same time, the control group learned about the same stress rules in a regular English class guided by their teacher. The results of this research showed that EFL learners who watched Internet-based pronunciation lessons improved on the articulation of primary stress on the last and ante-penultimate syllables of words as well as on compound adjectives and compound verbs. Nevertheless, Internet-based pronunciation lessons didn't show a significant increase in the articulation of primary stress on the first and penultimate syllables of words as well as on compound nouns.

Namaziandost, Esfahani, and Hashemifarnia (2018) agreed with Hismanoglu when they studied the effect of using authentic videos on prosodic ability, which includes pause, juncture, intonation, pronunciation, and stress. The participants of the study were 38 Iranian English learners with an intermediate English level from 15 to 20 years old. The students were randomly assigned to two groups. The first group was the experimental group (20 students) and the second group was the control group (18 students). Both groups took a pre-test to make sure that they were homogeneous. The control group was exposed to specific training by the teacher who taught them about prosodic aspects of language within language classes. As for the experimental group, they were exposed to using authentic videos. After 12 sessions of 70 minutes each one, a post-test was

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administered to both groups. The results of the study showed that the experimental group had an important improvement compared to the control group. In other words, teaching through authentic videos showed a significant impact on improving learners' prosodic ability.

Moreover, McNulty and Lazarevic (2012) supported the studies above when he examined if the use of video technology increased the proficiency in both segmentals and suprasegmentals of ESL learners. The participants were intermediate language learners, students from a high school in the United States. The study demanded some stages such as pre-videotaping activities, videotaping, and post-project. On the first stage, the students read and learned new vocabulary from a random article related to influenza, which was available on the internet. On the second stage, the students wrote three paragraphs by using the new language learned. After that, they conducted several video projects with the help of a media specialist. Finally, the students showed their videos to their class and then the students spent time discussing the topics presented in the videos. For this analysis, only the results of the improvement in the speaking skill will be taken into consideration. It is important to highlight that the students showed a better performance in their English oral presentations because the majority of them improved their pronunciation. In addition, the students felt motivated even when they agreed that they didn't like to be videotaped.

3.2. The Effects of Computer Assisted Programs and Software on Pronunciation.

Sidgi and Shaari (2017) analyzed if a group of ESL learners from a university in Baghdad found useful to learn pronunciation by using Automatic Speech Recognition (ASR). The software that they used was Eyespeak. The students attended three classes per week, one of them was taught by a teacher and the other two classes by using the software. At the end of the study, the subjects answered a questionnaire with 19 close-ended questions about the use of Eyespeak. 65%

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of the students stated that Eyespeak helped them to learn pronunciation, 55% said that they liked to use the software and 60% said that Eyespeak is relatively easy to use. To conclude, it was established by students that ASR is a very useful tool for learning pronunciation.

Another study carried out by Wang and Munro (2004) confirmed what Sidgi and Shaari found about the advantages of using computer-based training when teaching pronunciation. They used this technology to contrast three pairs of English vowels, long e vs short i, long u vs short u, short e vs sheep a. This study was centered on the quality of the production of these vowels rather than the length of them. The participants of the study were 17 Mandarin and 5 Cantonese speakers from 18 to 40 years old, who were born and raised in China, Taiwan or Hong Kong, all of them were advanced ESL students of a Canadian university. For the study, the participants were divided into two groups, the experimental group with 16 people and the control group formed by five people. The materials for the study included files created by six Canadian English speakers that recorded 71 monosyllable minimal pairs of the vowels (except for long u vs short u). Besides, in custom-designed software, the participants took a pre-test which consisted of hearing some recordings of minimal pairs and identify the words that two speakers pronounced. In order to do that, the participants had to push labeled buttons so as to identify six minimal pairs by listening to them only twice. For the experimental group, the training was quite similar to the pre-test but the difference was that when the students made a mistake the software provided them feedback. The training process took two months with sessions of 50-60 minutes; 2-3 times per week. On the other hand, the control group had only natural speech stimuli. After two months of training, both groups, (the control and the experimental) took a post-test which was identical to the pre-test. The results showed that the experimental group improved in a 16% identifying minimal pairs of the long e vs short i vowel, 27% identifying long u vs short u and 12% identifying short e vs sheep a.

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On the other hand, the control group only improved in 2% identifying minimal pairs of the long e vs short i vowel, but they had a decrease of 2% in the identification of long u vs short u and short e vs sheep a sounds.

In the study of Wang and Munro (2004), the efficiency of the feedback given by software when teaching pronunciation was established. However, feedback can also be given by classmates. A clear example of this is presented in a study conducted by Luo (2016) who evaluated if peer-reviewed reading was a good method for enhancing pronunciation in ESL students. The study was carried out with 55 Taiwanese students who were divided into three groups two experimental and one control group. The students had to take a pre-test and a post-test. For the study, they used a software called Goldwave in which they recorded some readings. The experimental groups received feedback from their group and the teacher. On the other hand, the control group received feedback only from their teacher. In the end, the study revealed that the experimental groups outperformed the control group because they showed a better pronunciation of phonemes, words, clusters, and sentences.

3.3. The Use of Social Media Network to Improve Pronunciation

Regarding the use of social media in the EFL/ESL classroom, Xodabande (2017) perceived the use of telegram to improve learners' pronunciation at a language institute in Iran. Data were collected by administering a pre-test to 30 EFL students whose native language was Persian. They were divided into two groups, 16 in the control group and 14 in the experimental group. The pre-test for the study contained words that were considered difficult to pronounce by EFL learners selected from various websites sources by the researcher. Then, the students were asked to read sentences containing those words while their voices were recorded for the

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examination. Therefore, 2 broadcasting channels through telegram were created in order to provide different approaches to both, the experimental and the control group. During one-month, students received five pronunciation teaching messages each week containing the targeted word, its definition, an example, and a video displaying the correct pronunciation of the word. In the end, a post-test was extended to the students to verify their pronunciation progress. The results showed a positive effect when comparing the pre-test and post-test. Pronunciation in the experimental group had a significant improvement at the end of the study. The results exhibited that the use of social network telegram is a useful tool when teaching pronunciation in an EFL classroom.

In regards to the results of Xodabande's research, a study carried out by Mompean and Fouz-González (2016) mentioned that the use of social media networks in language instruction provides a positive effect on the pronunciation of EFL learners. Sixteen students from a language school in Murcia (Spain) were tested for 27 days by using Twitter. In the research, a list of words with some common pronunciation mistakes was collected regarding silent letters (island, mispronounce * /īs´land/), misplaced stress (foreigner, mispronounced ***foREigner**), and phonemes confusion (steak, mispronounced * /stĭk/), in order to create a pre-test with an oral exercise. During the pre-test, the students were asked to link the words to colors according to an image while their oral production was considered. After the pre-test, 7 to 10 mispronounced words were selected to create several tweets containing videos and audios displaying a native-like pronunciation. Furthermore, the tweets were sent to the students twice a day to make sure they have read them. Finally, an oral examination post-test using the same words of the pre-test was administered to analyze the progress on pronunciation. The results of the research showed that the use of Twitter in the language classroom provided beneficial effects in the pronunciation learning

process. At the end of the study, students were able to pronounce properly most of the targeted words given at the beginning.

In addition, Wulandari (2019) corroborated the efficiency of AV aids mentioned by the previous authors. He examined the use of Instagram blogs to improve learners' pronunciation and conducted a mixed-method research for 14 weeks at a mandatory English course at a university in Indonesia. A total of twenty-eight Indonesian learners of EFL were required to use social media throughout the semester as an extensive speaking class to improve their oral production to approve the course. Moreover, a pre-test and post-test were administered to the students to track their improvement as well as questionnaires, Instagram post, comments, and group discussions. Therefore, participants were recorded during a speaking test before and after the application of Instagram in the course in order to have standardized criteria of evaluation regarding oral production and the use of the target language. During the research, the students were asked to record a video speaking about any topic they want for one to three minutes, and then they posted the videos on a private class on Instagram once every two weeks to receive feedback through comments of their classmates and teacher. The results of the study showed that the application of Instagram blogs has a positive effect on the learners' pronunciation. According to the outcome of the pre-test and post-test pre- (M=72.32, SD=1.17) and post- (M=82.60, SD=.79), there was a significant improvement in the pronunciation, syntax, fluency, and the use of the language.

3.4. The Use of Podcasts

In the following research Fouz-González (2019) investigated how the use of podcasts in the language classroom can improve students' pronunciation. The investigation took place in a phonetic module of a degree in English studies in Spain. The participants were 47 advanced

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learners randomly selected to a control group with 25 students and an experimental group with 22

students. They took a pre-test and a post-test to verify the efficiency of podcasts on pronunciation.

The purpose of the study was to analyze the contrast of the English (s - z) and the pronunciation of

the English (b-d-g) as stops since these features are sometimes fossilized. Therefore, the podcast

was administered in the learners' instruction one hour per week for three weeks to evaluate the

effects and improvements in the production of these consonants. First, students completed some

activities by listening to podcast having words with the target features. After that, they were asked

to record themselves using the same words for peer evaluation. The results of the study revealed

that the use of podcasts in language instruction had a positive effect on the pronunciation of EFL

learners. The control group, trained in the contrast of the English (s-z) had a significant

improvement of 15% comparing the pre-test with the post-test. On the other hand, the

experimental group, trained in the pronunciation of the English (b-d-g) as stops, had an

improvement of 8.5%. Even though the groups displayed different results, both demonstrated the

effectiveness of podcast on pronunciation.

Mbah, E., Mbah, B., Iloene, and Iloene (2013) also confirmed the impact of podcasts in the

language classroom. The authors attempted to learn more about the use of podcasts in EFL/ESL

instruction to improve the students' pronunciation. The research took place in five different

universities in Igboland, Nigeria, where a group of 4000 participants of different English levels was

involved. The data was collected through a structured questionnaire created to gather students'

personal information as well as their experience when using podcasts. The results were collected

one week after the test was administered in order to be analyzed. The researchers indicated in the

analysis that students felt comfortable using podcasts and improved their pronunciation because of

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the fact that they considered it a self-learning method. Moreover, participants felt motivated because the applied technique helped them to learn at any place through different mobile devices.

In another research, Farangi, Nejadghanbar, Askary, and Ghorbani (2015) verified the results of Mbah, E., Mbah, B., Iloene, and Iloene (2013) regarding podcasts. They conducted a study to discover the effective use of podcasting to improve pronunciation. The participants consisted of 60 high school students in Iran who were divided into an experimental and a control group. Data were collected by employing a pre-test and post-test experimental design. All participants' speaking skills were tested before the study. Then, students were interviewed by English teachers for 10 sessions of 30 minutes where they focused on improving their speaking skills. Afterward, the interviews were recorded to be sent to the teachers in order to make comments and feedback on a written paper to be handed to the learners. At the end of the study, the students were interviewed by the same teachers and tested again on their speaking skills. The results showed that the students improved their speaking sub-skills such as pronunciation, intonation, and stress in a significant way. Furthermore, the study suggests that podcasting is adequate in the language classroom as a supplementary tool as well as an instructional one for teachers and students.

Likewise, Hamzaoğlu and Koçoğlu (2016) claimed that the effects of the podcast on EFL students' oral production are positive. This study performed quasi-experimental research in a high school in Istanbul, Turkey. The purpose of the study was to identify the effect of podcasts on oral performance, speaking anxiety, the connection between them, and the learners' attitudes of using podcasts. Data were collected by using three types of instruments: a pre- and post- questionnaire to know the participants level of anxiety, a pre- and post- speaking test to perceive their oral performance, and a pre- and post-interview about podcasting. The participants were initially 56

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ninth-grade students from whom 30 with the higher anxiety level were chosen after taking the

questionnaire. The 30 participants were divided into a control group (15 students) and an

experimental group (15 students). The experimental group was trained to use a podcast for 12

weeks. During this period of time, the control group followed their books and did the speaking

activities in it, while the experimental group created podcasts in addition to those activities. At the

end of 12 weeks, the participants were given the anxiety post-test, the post-interview, and the oral

performance post-test. The perceptions of the students in the experimental group of podcasts were

examined through three interviews during the study. The results of the study showed that the

students who used podcasts had higher oral performance and lower speaking anxiety levels than

the students who did not use a podcast. The analysis of the interviews on podcasts revealed that

the students believed that podcasts helped them to feel less anxious and more confident. Also, the

students improved their oral performances, pronunciation, and expanded their vocabulary.

3.5. The Use of Songs to Improve Pronunciation

Regarding oral production, Moradi and Shahrokhi (2014) led research to know how

pronunciation was affected when using songs in the EFL classroom. The investigation took place

at an English school in Isfahan, Iran. Data were collected by administering a pre-test to 30 female

children students divided into an experimental and a control group of 15 participants each. To

determine participants' pronunciation, their voice was recorded when they read a group of words

and sentences previously mentioned in a song. During the procedure, the students were given the

lyrics of a song in which they were supposed to read and look for new words. Then, the

participants listened to the song while they performed different activities including singing,

repetition, and memorization. At the end, the same method of the pre-test was applied in a post-

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test for the analysis. The result of the study established that different features of pronunciation such as intonation, pause, and stress were successfully learned. Moreover, the articulation of diphthongs, triphthongs, vowels, and consonants was satisfyingly improved by the students during the use of songs in the classroom. Additionally, the authors also mentioned that learning pronunciation by listening to music created a gratifying learning atmosphere for students, allowing them to enjoy and participate in language learning development.

Duarte, Tinjacá, and Carrero, (2012) supported the results found by Moradi and Shahrokhi (2014) regarding pronunciation. They explained in another study the effect of songs on improving English pronunciation in the classroom. The research was carried out in a public school in Bogota, Colombia. The participants, from 11 to 13 years old, were 84 sixth graders of two different classrooms. Data were collected through observations, notes, videos, and surveys. During the investigation, songs were used as a powerful method to enhance students' pronunciation in the EFL classroom. In this stage, 10 songs were selected, considering vocabulary and grammar, to provide students with some activities such as singing, filling the blanks, and practicing pronunciation. Learners' behavior and learning were observed during the research. The result of the study showed that students improved their oral communication skills such as pronunciation and modulation in a significant way. Although 8% of the participants declared that songs can confuse students' understanding because of the speed of some lyrics, 90% said that they enjoyed and felt comfortable learning pronunciation through songs. Nonetheless, to acquire a rewarding result from the students' oral production, the author indicated that educators must choose the level of difficulty of the song according to the students' level, preferences, and age.

Additionally, Arjomad and Yazdanimoghadam (2015) have also carried out a quasi-experimental research study to know the impact of the songs in the improvement of pronunciation

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in the EFL classroom. The study took place in a high school in Iran with lower-intermediate adult learners. Before the study, 90 learners took a pre-test to make sure that they had similar English proficiency. After the test, only 60 participants were selected, they were divided into a control and an experimental group with the same number of students. To collect data, a grammar and reading test was applied as well as twelve songs and twelve tracks of short stories. Both groups took an oral pre-test to gather information about their pronunciation and to choose compatible subjects for the study. After that, the experimental group was trained by reading the lyrics of some songs and listen to them to improve pronunciation, whereas the control group continued with its regular class by reading and listening to short stories. At the end, a post-test was extended to both groups to compare the effectiveness in learning pronunciation. The results of the study showed that the use of songs in the language classroom influence positively in the learners' pronunciation. Moreover, the authors also mentioned that songs help instructors to control their students and to correct their pronunciation mistakes before they get fossilized.

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Chapter IV

Methodology

In order to obtain adequate sources for the following exploratory bibliographic research synthesis, a thorough search was performed. Different research papers focusing on the use of audiovisual materials affecting pronunciation in EFL/ESL learners were analyzed. The articles examined were empirical studies that have used any audiovisual material to teach pronunciation in an EFL or ESL classroom.

Furthermore, 20 peer-reviewed articles were selected from a list of academic research studies related to the use of audiovisual materials to teach pronunciation within classrooms; they were retrieved from Google Scholar, ERIC, Toronto University Repository, and Researchgate. In addition, to develop the theoretical framework we gathered information from different books, papers, and articles that study the influence of audiovisual materials on students' pronunciation. After the selection, the articles for the analysis were classified according to different criteria such as year of publication, age, English level, the native language of the learners, segmentals and suprasegmentals, and type of audiovisual aids.

The search terms employed included the following: The use of videos to teach pronunciation, teaching strategies with audiovisual materials, video materials, language pronunciation, pronunciation skills, mobile-assisted language learning, CAPT (Computer Assisted Pronunciation Teaching.), intonation, pronunciation, suprasegmental and segmental phonology, and second and foreign language acquisition.

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Chapter V

Results

Analysis of the Results

In order to answer the research questions of the study, the selected papers were organized according to different categories to determine the effects of the use of audiovisual aids in students' pronunciation as well as the way they are applied to teach pronunciation in an EFL/ESL classroom. In addition, the following tables present the results of the analysis which include the year of publication, types of audiovisual aids, the participants' ages, the effects of AV aids in segmentals and suprasegmentals, the native language of the participants, and their English proficiency level.

Table 1.

Years of Publication

		2011 - 2013	2014 - 2016	2017 - 2019
	Computer-Assisted Method	5%	10%	10%
	Podcast	5%	10%	5%
Categories	Social Media	0%	5%	10%
	Songs	5%	10%	0%
	Videos	20%	0%	5%
	N = 20			

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Table 1 determines the percentages of the research studies that were published between the years 2011-2019 suggesting that the use of these tools is a current topic of investigation because technology continues growing throughout the years as teachers make use of new methodologies. In addition, 66,66 % of the studies concerning social media were published between the years 2017 and 2019. According to Mompean and González (2016), this percentage illustrates today's learning environment regarding the use of social media in the educational field. Moreover, the authors also highlighted that the importance of social media resides in the fact that it breaks traditional methods and takes into consideration different learning styles.

1. How are audiovisual materials used to teach pronunciation?

The following tables will be analyzed in order to answer the first research question.

Table 2.

Types of Audiovisual Aids

	Types of audiovisual aids	Number of studies	%
Audiovisual	Videos	5	25
	Computer-assisted programs	5	25
	Social media	3	15
Audio	Podcast	4	20
	Songs	3	15
	N= 20		

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The different uses of audiovisual materials that instructors can implement in the EFL/ESL classroom are presented in *Table 2* as well as 5 different categories such as videos, computer-assisted programs, social media, podcast, and songs that were used to improve students' pronunciation. Moreover, a great deal of the AV aids focusses on oral production in the EFL/ESL classroom. Maharani (2017) claimed that audiovisual aids engage students and teachers in the learning process providing them with methods and techniques to teach effectively and giving students support in their progress as learners. The author reported that AV materials are analyzed, created, and administered by teachers in order to get better results from students.

Duarte, Tinjacá, and Carrero (2012) explained that it is better and faster to learn EFL/ESL pronunciation at an early age because of brain plasticity which means that children can better imitate correct stress patterns than teenagers and adults. As a result, Moradi and Shahrokhi (2014) recommended that teachers consider this special characteristic of children when working with AV material such as songs as a method to teach pronunciation. Also, in *Table 2* it is shown what the authors named above exposed, due to the fact that songs were used to improve EFL/ESL pronunciation in all studies with children as participants. Thus, the students used songs as an entertaining way to learn how to pronounce correctly different features of the English language. Additionally, 50 % of the research studies analyzed the use of videos and computer-assisted programs in the EFL/ESL classroom.

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Table 3.

Participants' Age

Age	Number of Studies	%
Children	2	10
Teenagers	4	20
Adults	13	65
Not Specified	1	5
	N= 20	

In accordance with the results of the Participant's Age, it is important to highlight that 100% of the studies regarding the computer-assisted method and 80% of the studies involving videos were carried out with adults only as it is shown in *Table 3*. The observers noticed that the participants of these studies, who were adults, felt comfortable learning English pronunciation by using videos and computer-assisted programs. However, these aids were applied with various approaches according to different authors. For instance, one of the ways Hismanoglu (2012) used videos to improve the learners' pronunciation was by providing internet-based video lessons. In addition, Kirgoz (2011) recorded students' voices through interviews to analyze their progress and to provide appropriate feedback. On the other hand, McNulty and Lazarevic (2012) used authentic videos to teach students not only a correct pronunciation but also a correct register, gestures, paralinguistic cues, etc.

What is more, some studies regarding social media such as Twitter, Telegram, and Instagram were considered to analyze their effects on EFL/ESL pronunciation. In the study of

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Mompean and Fouz-González (2016), the use of Twitter encouraged students' active participation when learning the pronunciation of the target language. It is important to remark that 33% of the studies regarding social media were applied to teenagers while 66% were applied to adults, meaning that there were not studies in which social media is applied to teach pronunciation to children.

Another aspect discussed in the research is that podcasts were used as a tool to teach EFL/ESL pronunciation. Firstly, 50% of the studies regarding podcast took place with teenagers, whereas 25% with adults and 25% is not specified. One of the ways teachers used podcasts to approach pronunciation was by making their students record themselves and send the audio files to the teacher or classmates in order to receive feedback. Furthermore, it is important to point out that the use of podcast generated meaningful improvements in the students' capacity to perceive and produce accurate utterances in the target language.

2. What are the effects of audiovisual materials on students' pronunciation?

The following tables will be analyzed in order to answer the second research question.

Table 4.

Effects of Audiovisual Aids on Segmentals and Suprasegmentals

	Number of Studies	%
Suprasegmentals	8	40
Segmentals	4	20
Both	8	40

N= 20

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The use of AV materials plays an important role when teaching pronunciation because they strongly affect segmentals and suprasegmentals. Therefore, many authors as it is presented above in *Table 4* indicated the positive effects of audiovisual aids on students' pronunciation of EFL/ESL. As Garrigues (1999, as cited in Yangklang, 2013) declared pronunciation is the basis of competent spoken communication. This author also mentioned that pronunciation has diverse components such as sounds, stress, and variation in pitch which can be enhanced by the use of AV aids. For instance, Yangklang (2013) found that stress was the most important feature of pronunciation to be improved. In the same way, Yin (2009, as cited in Yangklang, 2013) stated that improving stress in pronunciation is directly connected to the enhancement of the general speaking ability. As it is shown in the research of McNulty and Lazarevic (2012), by placing the stress in the correct position words can be better understood by listeners. Therefore, the author encouraged teachers to utilize supplementary materials in order to help students overcome problems of stress placement. Similarly, AV aids contributed to the betterment of the correct intonation, fluency, and pause of the participants while speaking.

Table 5.

Native Language of the Participants

Native language	Number of studies	%
Arabic	1	5
Indonesian	1	5
Mandarin	5	25
Persian	5	25
Spanish	3	15
Turkish	3	15
Not specified	2	10

N= 20

As it can be seen, *Table 5* clarifies the native languages of the participants in the 20

studies. Therefore, some studies focus on suprasegmental features of the language such as fluency,

intonation, stress, pause, and juncture. Luo (2016) ascertained that suprasegmentals are crucial in

oral production because they provide the speaker with a better performance which allows the

listener to understand clearly the message. In addition, the author concluded in his research that

mastering suprasegmentals are more important for better performance in learning pronunciation.

Regarding segmentals, it is worth to mention that the native language of each of the

participants influenced the learning process as it is presented in *Table 5*. For instance, in their

study, Namaziandost, Esfahani, and Hashemifarnia (2018) explained the problems that language

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learners face respecting segmentals. The authors mentioned that it is difficult for learners with Asian language backgrounds to produce the sounds of **/p/** and **/r/** which are used in the English language. In the same way, Spanish speakers cannot distinguish the sounds of **/sh/** and **/ch/** produced in the target language. In *Table 5* it is shown that 50% of the papers analyzed the effects of audiovisual aids in Mandarin and Persian ESL/EFL learners.

Additionally, audiovisual materials guide students and teachers to acquire a correct pronunciation in order to avoid fossilization.

Table 6.

English Level of the Participants

Level of English	Number of studies	%
Beginner	4	20
Intermediate	9	45
Advance	4	20
Not Specified	3	15

N= 20

Table 6 evidences that 45% of the studies focused on EFL/ESL learners of an intermediate level. Additionally, 20% of the participants were beginners, 20% advanced, and 15% of them do not specify the English level. In this table, all the analyzed studies were considered. The results of the 20 papers were positive due to the fact that all of them demonstrated an important enhancement in the output of the learners by using AV materials.

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Chapter VI

Conclusions

It is difficult for some EFL/ESL teachers to establish an effective method not only to teach pronunciation but also to build up the students' interest and keep them motivated to pronounce words correctly (Kurniati, 2016). The research studies analyzed in this paper presented suitable and sufficient information to conclude that AV materials are beneficial to improve EFL/ESL pronunciation in the learning process. Moreover, the results clearly evidenced that these types of aids were very useful for beginners, intermediate, and advanced English learners. Although, it is important to highlight that 45% of studies were carried out with students of intermediate English level.

Despite the majority of studies were conducted with Persian and Mandarin native speakers, this study showed that AV aids are helpful for learners from different languages background such as Mandarin, Indonesian, Arabic, Persian, Spanish, and Turkish.

Also, AV materials have demonstrated to have a positive impact on students of different ages. However, it is important to choose the correct tool according to the learner to obtain better results.

The use of AV materials allowed students to take their learning environment everywhere improving in this way what was being learned. Additionally, the different ways AV aids were used to teach proper pronunciation through videos, songs, podcasts, social media, and computer-assisted methods resulted in a noticeable improvement of stress, intonation, and pause which are

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essential in the oral production. Therefore, Hsu (2014) mentioned that the use of AV materials in the EFL/ESL classroom clarified the students' notion about the learning process. Besides, learners felt more comfortable and enthusiastic by receiving academic information in a different approach.

Different studies revealed the importance of using audiovisual materials for developing pronunciation. For instance, Hsu (2014), Namaziandost, Esfahani, and Hashemifarnia (2018), Wulandari, Laila, and Prasetyarini (2008), and Maharani (2017) stated that the use of audiovisual materials in language classrooms improved students' pronunciation in both features - segmentals and suprasegmentals - in a significant way facilitating their oral production.

Despite "students may have problems learning the pronunciation of EFL/ESL at the beginning of the class when using audiovisual aids" (Maharani, 2017), Wulandari, Laila, and Prasetyarini, (2008) stated that audiovisual aids are an adequate technique not only to improve students' pronunciation, but also to give them a chance to be encouraged in the course of the language learning process. Additionally, the authors also mention in the study that audiovisual aids were best described for students and teachers as successful tools to facilitate the acquisition of any language skills and to spark the interest of the user to learn. Teachers in the educational context should use methods and techniques through audiovisual aids to enhance the teaching and learning process regarding pronunciation.

Recommendations and Limitations

Some recommendations for future research as well as a few caveats regarding our findings are important to mention. The focus of the study was to determine the effects of using AV aids to teach EFL/ESL pronunciation and the different approaches teachers employ in the classroom to enhance the learning process. One of the limitations is that there were not studies in which videos

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were applied as a tool to teach pronunciation to children. They were all used in adults and teenagers only. As a consequence, the results present broad information about videos affecting the English performance in the oral production of adults. Another limitation is related to the learners' language background since half of them were carried out with Asian languages and only 15% with Spanish. As a result, most of the data collected considered the use of AV aids to teach pronunciation in a distinct context from our country.

Even though enough information that focused on pronunciation was obtained for the analysis, a great variety of studies pointed out the effects of audiovisual aids on other important skills such as listening, reading, and writing. Thus, for future research the incorporation of pronunciation as one of the main focus of learning EFL/ESL is necessary. Moreover, additional exploration is needed to understand the role that different types of audiovisual aids play in the teaching-learning process of children and teenagers since 65% of the studies were carried out with adults. Furthermore, in order to know how audiovisual aids influence EFL/ESL pronunciation of Spanish speakers' learners, this kind of studies should be carried out in Latin American countries.

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